

**MEAP**

MICHIGAN  
EDUCATIONAL  
ASSESSMENT  
PROGRAM

**Grade 4  
Writing**

*Released Items*  
*Winter 2003*

**PART 1****WRITING FROM KNOWLEDGE AND EXPERIENCE**

People show they care for others in different ways. One way is to do kind things for people they know, such as family members or friends. Another way is to care for animals. Still other ways are by doing things for their communities or the world around them.

**WRITE ABOUT THE THEME:****HOW PEOPLE SHOW THEY CARE FOR OTHERS**

You might, for example, do **one** of the following:

write about a caring thing you, or someone you know, has done for someone else

**OR**

describe how someone you know sets a good example of caring for others

**OR**

write about the first time you were given responsibility for taking care of something or someone

**OR**

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing. Nothing written in this booklet will be scored. Your final copy must be written in your Part 1 ANSWER FOLDER starting on page 1.

**When you are ready, you may begin your draft.**

**Michigan Educational Assessment Program**  
**Grade 4 English Language Arts**  
**Holistic Scorepoint Descriptions**  
**Part 1: Writing from Knowledge and Experience**

Here is an explanation of what readers think about as they score your writing.

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A** off topic
- B** illegible
- C** written in a language other than English
- D** blank/refused to respond

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

C has set a good example by wearing his helmet every time he rides his bike skater or skateboard. G gives a lot of people an example by helping other people with their paper. M is a great example for using a dictionary for looking up words. J is also a great example for sharing.

## Score Point: 1

Although this response addresses the theme of caring for others through the perspective of setting a good example, the content is not developed and the ideas are not connected. A lack of control of writing conventions (spelling, grammar) makes the response difficult to understand.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

Caring for other.

Sometimes when people fall I will Help them get up.

Sometimes I would make Food

I Had to Clean up for people

Sometimes I Wash others close

I Had to Cook for people sometimes

I Had to wash dishes.

I had to watch my Cousins.

I had Help my aunt put up groceries.

I had to clean.

I Care about people a lot.

Score Point: 1

This response is a list of various ways the student cares for others. None of the ideas presented are developed, and there is no noticeable organizational structure. The language used is limited and repetitive (sometimes, I had to).

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

This really happened to me. I got to stay home for a few minutes. I have to take care of my basketball in the garage or anything else, so it doesn't get wet. If I leave it outside, if I leave it out there it will get wet.

Score Point: 1

This response is generally unclear and unfocused. There is an attempt to develop an idea (take care of my basketball) with a few details, but it soon becomes repetitive and loses direction. There is little control of some writing conventions (punctuation).

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

This is how my mom set's a good example for others. she  
doesn't fight, or say bad words around me and other  
kids. My mom set's a good example for me be cause  
she goes to work and pay's the rent. Showing  
My cat where to go to the bathroom and not  
to get on the counter. Buys him toys so that  
he won scratch up the couch. Buys him water  
so that he won't have to drink water from  
the sink.

Score Point: 2

This response attempts to focus on one idea (how mom sets a good example) with a list of examples as support. However, these examples are underdeveloped and begin to connect to each other only toward the end of the response. There is little evidence of organizational structure.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

How People Show They  
Care for Others

People show they care  
for others by helping  
them across the street.

Tell people you are sorry  
that someone in their  
family died. Going to the  
hospital and visit people  
and take people some  
balloons and a get well  
soon card. You can also  
help people when they  
are in danger. For example  
when they are about to  
be killed. Or their lungs  
collapse. You can buy  
people some new shoes  
when they need them. You  
can help your teacher



ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

sharpen pencils. You can help people learn how to read. You can go to the store for people. You can help blind people find their way around. You can wash people clothes for them. You can help people learn how to spell. You can help people find their glasses if they drop them. You can help people learn their A, B, C's and 123's. You can help people learn their state city, zipcode, address, months. You can help people learn how to write a friendly letter. You can show some respect for people. Buy people clothes if they need some. You can let people live

G5c

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

with you if they don't  
have anywhere to stay.

**Score Point: 2**

While this response is focused on the stated theme (how people show they care for others), the support given consists of a long list of underdeveloped examples. Few of these examples are connected to each other, showing a general lack of organizational structure.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

The first time I was given two dogs I thought it would be easy to take care of two dogs but it wasn't. My first priority is that I take care of my dogs. I take them on walks I change their water. I give them food. I let them out to play. I play with them and most of all I support them and I care a lot about them. I give them every thing they need to stay healthy and I give them bathes and I do every thing I can to help them.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

and it is really hard  
to take care of two  
dogs.

**Score Point: 2**

This response remains focused on a single topic (to take care of two dogs), but the ideas and content are underdeveloped. Ideas are presented randomly, showing only slight evidence of organizational structure. The vocabulary is limited and somewhat repetitive.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One Saturday night, when I was 4, my sister and I were running back and forth, and we ran into each other. Then my cheek split open! My mom put a cloth on it, and we rushed to Urgent Care. The wait was so long I almost fell asleep! Finally they took me into the doctor's office. First I layed down on a chair. Second they started to pinch and sew my cheek together. I had to spend half the night there. After I had to go back several times. That is how the people at Urgent Care cared for me.

Score Point: 3

While this response is somewhat clear and focused on one idea (how the people at Urgent Care cared for me), it is only partially developed with a limited number of details. There is sequential organization of events. The use of time elements (One Saturday night, then, finally, first, second, after) to connect so many sentences in a very short piece distracts the reader from the content.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

When I took care of my neighbors dog Dixie we, feed her, we let her stay at our house during the day, we put her back in her bed every night, we gave her fresh water, we took her to the groomers we kept her company, we played with her, we let her run and play in our back yard.

My cat had to go in to the vet to get a shot. He was very scared. I held him in the car on the way to the Vet I was petting him until he fell asleep I only took about 5 minutes. The vet knew how scared he was she gave him a blanket and I rapped him up in it then she gave him the shot. He did not meow, yelp, or scream after that they gave him to me and told me how tired he was I held him

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

in my arms and brought  
him home. He had to stay inside  
for 3 nights then I let him  
run outside.

**Score Point: 3**

This response contains a major shift in focus (from the dog, Dixie, to the cat) with no transition or setup, making the organizational structure ineffective. While the latter portion of the response begins to have some development, the details provided are limited and general rather than specific. Vocabulary choices are basic.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

I have done lots of caring things for others. I have cared for my dod by feeding her whenever I am told to do so. I also care for her by taking her for long walks so she can get exercise and so she can go to the bathroom. I care for her by petting her and holding her if she is scared or if she is sick. I love to care for my dog. I also love to take care for my sister. I read to her because she likes listening to me and my stories I read. I play with her when she either wants me to play with her or she has no one else to play with. I help her with her homework when she needs it or when she is stuck on something. I love caring for her as much as I love caring for my dog.

There are lots of ways to care for people like being nice, kind, helpful, and respectful. There are also lots of people in the world that



ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

that you can care for. If you can try to  
care for more people thats great!

**Score Point: 3**

This response is somewhat focused on one idea (lots of caring things for others) and develops two parallel examples (my dog, my sister). Although some ideas are extended (I read to her because she likes listening to me), most of the details provided are general rather than specific. More development is needed to receive a higher score.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

## Hero

This is a completely true story of how I, B B saved my sister's life. My sister, my mom, and I were at a lovely clean beach in H. My sister went in the beautiful lake with her barbies and an intertype.

# As she got farther away from the sandy shoreline, when she hollered "Help!" My mom told her to drop the barbies and swim to shore but she refused. So, I swam out to get her. When I got to her she was scared and crying. I swam above the slimy rocks on the murky bottom.

# After what seemed like hours (which was only 4 or 5 minutes) of paddling furiously, I swam us

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

to shallow water where my Dad  
pulled us to shore. My Mom talked  
to my sister about what she could  
do to prevent that from happening  
again. So that's how I saved R's  
life. Hope you liked my true story

## Score Point: 4

This response is generally clear and focused on a single event that illustrates caring for others (saved my sister's life). Ideas are developed with relevant and specific details (in the beautiful lake with her barbies and an intertube, slimy rocks) and word choices (murky bottom, paddling furiously) support meaning. Organization is functional as the events move sequentially through time.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

My grandmother likes to take care of others. I wrote about 3 things she likes to take care of. They are me, her dog, J, and my brother, A.

My grandmother likes to take care of me many different ways. They are helping me when I am hurt, helping me with my homework, buying toys for me that I can play with at her house, and making me something special to eat for dinner. My grandmother likes to know I am happy, so she takes care of me when I am hurt. One way my grandmother takes care of me when I am hurt is by getting me a Band-Aid. Another way is by helping me feel better if my feelings are hurt. My grandmother likes to know I am satisfied with my homework, so she helps me with it. One way my grandmother helps me with my homework

is by helping me spell words I don't know how to spell. Another way is by helping me understand directions on my homework that I don't understand. My grandmother likes to know I am having fun, so she buys me toys. One toy that she bought me is a Sega. Another is a game called Clue. My grandmother likes knowing that I like her food, so she makes me special meals. One of my favorites is her Chicken Noodle Soup. Another is her pasta.

My grandmother likes to take care of her dog, J, many different ways. One is that she plays with him. Another is that she changes J's water every day. Three others are she gives him baths, she brushes his teeth, and she teaches him tricks. Some of the tricks are to shake and sit.

My grandmother likes to take care of my brother many different ways. My grandmother likes when my brother has fun,

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

so she buys him toys. One is a game called Pokemon Z. Another is a game called Elmo's Birthday Surprise. My grandma also likes when my brother likes her food, so she makes him special meals. One of my brothers favorites is spaghetti and meatballs. Another is my grandma's chicken tenders.

Now you know about some ways my grandmother likes to care about others. I hope from this paper about how my grandmother cares for others will make you want to care about others too.

Score Point: 4

This response is clear and focused on the many specific ways grandmother cares for others. Ideas are developed with several relevant details and examples, but some of this development remains uneven and sounds listy. An organizational structure is evident (me, her dog, my brother). Word choices (satisfied with my homework) support meaning.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

"Mom I don't feel good," I said.  
My name's M and I don't  
feel the best, I just got up.  
"Can you get the thermometer."  
"Be right there honey," she said.  
"Okay stand up. Beep beep you  
have a fever."  
"You sure are weasling," mom  
said. "I know," I muttered. "We might  
have to go to the hospital  
and get an x-ray. You might  
have bronchitis. Do you want a  
blanket?" she asked. "Yes," I replied.  
"I'm gonna give you liquid  
medicine and see how it makes  
you feel," she said. "Is it icky?" I  
asked. "I don't know? You'll have  
to find out?" she said cautiously.  
"Are you sure it's not discus-  
sing?" I asked again. Just drink

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

it," she said in a mild tone. Gulp gulp. Few it taste just like I thout DISGUSTING. I feel like I'm about to puke, I said. Aagh splat splat. That's it you're going to the emergency room. The starting of the van made me feel like an airplane went by.

"Were here for an x-ray," mom said. "Come right this way. I need you to put this vest on so I can take a x-ray." the radiologist looked at it and said I have anemonia. This is a a good example of caring for others

Score Point: 4

This response is clear and focused on the writer's illness and how his mother takes care of him. The content is developed with relevant details (it taste just like I thout DISGUSTING) and the use of dialogue ("Mom I don't feel good," I said). The narrative form provides a functional organizational structure, and specific word choices are effective and support meaning (weasing, muttered, Gulp gulp).



ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

What does caring for others mean? It means all sorts of things. You could be thoughtful, loving, helpful, or encouraging to others. All those things equal up to the same thing, caring for others. For an example, I'm going to tell you a story about my mom caring for others.

One day I went to school and my mom was all alone doing jobs around the house. She looked out the window to see her flowers, instead she saw this huge dog laying on her

flowers. This dog was not able to get up. We had no pets so my mom called the next door neighbor for some dog food and water. She put the canine on a leash and stuck into the ground. The dog was very scared, but my mom calmed him down. She called the phone-number on the tag. It was a vet. The vet called the owner and the owner came to pick the pup up. During that time my mom pet

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

him and refilled  
his water dish. There  
was a reward, but  
my mom didn't take  
because isn't an of knowing  
you helped something  
It doesn't matter  
who you're caring  
for, or how you care  
for it, it just matters  
if you're caring for  
others.

## Score Point: 5

This response about the student's mother caring for a lost dog remains clear and focused. The content is well developed with relevant details (she put the canine on a leash) that effectively move the reader through the text. The narrative form provides an organizational structure through a sequential ordering of events. Language is controlled, with occasional lapses in writing conventions not affecting the reader's understanding of the content.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

Last month my grandpa past away and his grave didn't look so good and my grandma was upset about that so the very next day after my basketball game my mom, dad, brother, E H and me, went to the graveyard and fixed up his grave. My dad put black dirt down on his grave, E and me went to look for some pretty fern's and little buds why'll we were looking we found an empty old water carrier that didn't have any water or any flower's init, then we found some pretty fern's, on the way back to his grave we found some little buds, we also saw that some of the Pack flower's that were put on a stinafome sheet's had blow away from the headstone's so we put them back were they belong. Then my mom bebed the horn because it was time to go home so we ran back to the other side of the graveyard because that's were my grandpa was bearyed

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

G14b

and that's were my mom parked the truck.  
And on the way back to the truck E and  
me put the little bards and pretty Eren's in the  
water carryen and stuck it in the ground  
next to his temporey grave marker, then we  
went out the gate and got into the truck and  
went home for the day.

The End

Score Point: 5

This response is clear and tightly focused on the idea of fixing up grandpa's grave. Ideas are supported by many specific details (Styrofoam sheets, temporary grave marker) and the content is well developed. Sequential narrative organization is apparent, and the writer's use of precise word choice (empty old water carrier, my mom beeped the horn) helps to create a controlled essay. Surface feature errors do not interfere with understanding.

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

One day there was a small boy named J. He had a happy life except for one thing, he had a funny accent. And there was a bully who hated funny accents. The bully finally tracked him down and beat poor J up day after day. J didn't like it so he decided to fake being sick and kept it up for a whole week! Until his mother decided to put him in school and see how he does. But then the bully hid next to J's locker, and when J shout his locker, there he was standing there waiting for J to speak, but he didn't, he just gulped. Then the bully spoke and this is what he said: "After school come outside in front of the school statue." So J had a Spelling Test at the end of the day. He was scared to get out of school now that he had to meet

with the bully at 3:00pm after school. Then the bell rang and all of the kids charged out of the school and in the bus. Except for J. He was standing in the back of the school, with the statue called: (Fight with the fices of Knowledge). Then when it became 3:00pm the bully came out. Then a bunch of kids in a big circle surrounded them. All of them had funny axents. And they kept yelling in the bully's ear. He closed his and yelled "stop!" He went around in a circle and then he hit the statue right in his face. And he fell on the ground with a BUMP! Then his face was swollen up and now he had a funny axent. The next day J saw him again. The bully turned around all of the way and Joey saw the bully wearing a shirt that said: I ♥ Kids with funny axents! then he came over and gave J a hug and said, "sorry."

**Score Point: 5**

This engaging response is clear and focused on the boy and the bully. The language is well controlled, and the text effectively uses dialogue and many specific and relevant details to move the reader through a narrative sequence of connected events. The writer manages an unusual and sophisticated twist at the end. Word choice is precise (the bully finally tracked him down, the kids charged out of the school) and occasional lapses in writing conventions do not interfere with understanding.



## Caring is Hard

This girl named G was just having breakfast on Saturday. Her mom was telling her something about baby sitting. "But, Mom I told J that I'd meet her at the park!" said G furiously. J is her best friend. Every weekend they would meet each other at the park. "Your chores are feeding the dog, feeding the cat, feeding the bird, feeding the horses, washing the dishes, and washing the clothes," said Mom. Today her mom wasn't in a good mood. Her mom wasn't feeling well either. When her mom is in a bad mood G has to do all the work around the house. "Oh yeah, I forgot to tell you who your baby sitting," said Mom. "Who?" said G. "The H s!" said Mom. "WHAT?" said G yelling so loud it almost shook the whole house. "The H s are the worst kids on the block! There is no way you are going

to make me babysitt them!" said G as though she was never going to speak to her mom ever again. "I bet you I can!" said her mom. "How much you want to bet!" said G. Her mom was looking at her as though G bet up somebody at school. G called her friend after she did everything. "J?" said G. "Yes?" said J. "Your lucky, I had so much stuff to do and I have to babysitt the H. I had to feed the dog, feed the cat, feed the bird, feed the horses, wash the dishes, and wash the laundry!" said G. "Your lucky, I have always wanted to baby sitt and always wanted a pet. My parents just don't think I'll care for it. Your mom knows that you are caring and soon everyone else will. When people get hurt you will be there for them. Nobody knows if I'm caring or not," said J. "Thanks, I didn't know working hard was such a good thing," said G. Her mouth was opened

ENGLISH LANGUAGE ARTS: PART 1  
(WRITING FROM KNOWLEDGE AND EXPERIENCE)

the whole time I was talking, She Couldn't believe her best friend said that. Finally, I hope you know G did some caring things. Next, read what G did and do it. Suddenly, you'll be a caring person, too. Afterward, help people and people will thank you. Then, you'll always have a person to say hi to.

## Score Point: 6

This response is exceptionally engaging and clearly focused. Ideas and content are thoroughly developed with an ample number of specific and relevant details, and the student's effective use of dialogue throughout the essay moves the reader smoothly through the text. The mature command of language and control of organization help contribute to the effect of a compelling piece of writing.